DOCUMENT RESUME

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ABSTRACT

This research project investigated the effects of teaching units in the family-living subject areas as prepared by adult basic education students utilizing the television media as a method of instruction. The objectives of the study were: (1) to ascertain whether or not student-prepared videotape media are effective in instructing ABE students in the family-living areas; and (2) to determine if student-prepared videotape units act as reinforcements to student motivation. Other activities included in the research were: (1) the training of 12 adult-basic-education teachers and 30 adult basic education students in the operation of television equipment and in the production of videotape teaching units; (2) the development of a procedure for statewide implementation in which both students and teachers can prepare videotape lessons of instruction for all levels and on all subject areas in adult basic education; and (3) the development of a performance criteria by which objectives (1) and (2) were evaluated and reported. (Author/DB)

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TITLE: The Development and Utilization of Student Prepared Teaching Units in Family Living Subject Areas Utilizing the Television Media.

CONTRACTING AGENCY: New Mexico Department of Education
Adult Basic Education Division

INITIATOR AND PROJECT DIRECTOR:

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DURATION OF ACTIVITY: July 1, 1970 to June 30, 1971

TOTAL FEDERAL FUNDS REQUESTED: $9,722.50

DATE TRANSMITTED: November 1, 1969

OTHER INFORMATION:

1. There has been no previous communication.
2. This is not a resubmission or extension of a previous proposal.
3. This proposal is not being submitted to other agencies or institutions for support.

ABSTRACT

TITLE:	The Development and Utilization of Student Prepared Teaching Units in Family Living Subject Areas Utilizing the Television Media.
PRINCIPAL INVESTIGATOR:	Thomas M. Trujillo
CONTRACTING AGENCY:	New Mexico Department of Education Adult Basic Education Division
AMOUNT OF FEDERAL FUNDS REQUESTED:	$9,722.50
PROPOSED BEGINNING DATE:	July 1, 1970
PROPOSED ENDING DATE:	June 30, 1971

The purpose of this research project will be to investigate the effects of teaching units in the family living subject areas as prepared by adult basic education students utilizing the television media as a method of instruction. The major objectives of this study are as follows:

1. To ascertain whether or not student-prepared video-tape media are effective in instructing ABE students in the family living areas.
2. To determine if student-prepared video-tape units act as reinforcements to student motivation.

Three supportive activities will be included in the research design which preclude the investigation of the major objectives. These activities are:

1. The training of twelve (12) adult basic education teachers and thirty (30) adult basic education students in the operation of television equipment and in the production of video-tape teaching units.

2. The development of a procedure for statewide implementation in which both students and teachers can prepare video-tape lessons of instruction for all levels, and on all subject areas in adult basic education.
3. The development of a performance criteria by which objectives one and two will be evaluated and reported.

It is felt that this project will: (1) Involve the student in the production of their own curriculum, (2) provide meaningful teaching tools which could relate to the under-educated adults, those skills in family living which would enable them to live fuller and more productive lives, (3) enhance the efforts of previous research activities in family life curriculum development as conducted by the New Mexico Department of Education, Adult Basic Education Division, (4) enhance the research being conducted by the Division of Adult Basic Education in conjunction with the University of Texas in the areas of counseling and guidance, (5) encourage teachers to utilize the most modern and technologically advanced educational media available to them, (6) provide training for teachers which will enable them to increase their teaching potential, (7) provide training for students in the use and operation of television and video-tape equipment, thereby, increasing their scope of employability in a rapidly growing industry, (8) involve local adult basic education centers to utilize their video equipment to a greater degree of efficiency.

The project will enable six adult basic education centers in selected geographic areas of New Mexico. These are: Las Cruces, Las Vegas, Albuquerque, Roswell, Alamogordo, and Santa Fe. Five adult basic education students and two adult basic education teachers will be selected from each of the six centers.

Activities one and two will be accomplished by conducting a series of local, regional and state workshops.

The development of performance criteria measuring instruments will involve a series of work sessions involving specialists from the Southwest Cooperative Educational Laboratory, the University of Texas, the University of New Mexico, and the New Mexico Department of Education.

Utilizing the results of previous and ongoing research projects conducted by the New Mexico Department of Education, Adult Basic Education Division, the University of Texas, and the Southwest Cooperative Educational Laboratory, each student-teacher team will prepare one one-half (½) hour video-tape presentation in one of the following selected subject areas.

1. Health Education
2. Consumer Economics
3. World of Work
4. Citizenship and Government
5. Family Interaction
6. Home Economics

After a designated period of time, each of the units will be returned to the Division of Adult Basic Education where they will be integrated into one teaching package. This package will then be taken to ten (10) ABE centers for viewing. Approximately 200 ABE students will be exposed to the student-prepared units.

Utilizing the performance criteria, as developed by the consultant team, the relevance of the two major objectives will be reported and evaluated.

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THE PROBLEM

THE PROBLEM

The New Mexico Department of Education, Adult Basic Education Division, has for the past two years been involved in the development of materials and techniques in an effort to improve the quality of the program. The need for this continued effort is demonstrated by the fact that only 3% of the New Mexico potential adult basic education enrollment is presently being served through the existing program. This need is again augmented due to the divergency of the many cultures to be found in New Mexico. Textbooks, curriculum units, films and other teaching tools were not developed for the Mexican-American in Southern New Mexico, nor the Spanish speaking native in the rural areas of Northern New Mexico. In New Mexico there are twenty-four different Indian tribes, each with its own culture, needs, and value systems.[1] The total state Indian population is 68,918. 68.5% of this total has average family incomes of less than $4000.00. Again, the average publication available for adult basic education is limited in its use. The usual tactic of many publishing companies is to change Dick and Jane to Pablo and Maria or Running Bear and Morning Dove. This has not satisfied the needs of the New Mexico programs.

In efforts to develop appropriate teaching materials and techniques, it was necessary to identify individual characteristics of the New Mexico adult student. This was done in a study conducted by the New Mexico Department of Education, Adult Basic Education Division, in April, 1967.[2]

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1 Reservation Area and Population, United Pueblo Agency. 1969

2 Adult Basic Education in New Mexico, New Mexico Department of Education, Adult Basic Education Division, April, 1967.

This study identified the students in terms of age, sex, education background, race, ethnic group, culture language spoken, and income. Statistics were compiled for each individual program. Comparative student characteristics were identified. The significance of this study showed that each program had a different type of student population. This reinforced the hypothesis that there is no one curriculum which meets the needs of the entire state.

In a follow up study conducted one year later, these same characteristics were again reviewed. This time, however, in context with specific motivational factors.[3] The purpose of this study was to:

1. Identify the goals of students attending the adult basic education program.
2. Identify and describe the motivation of these same students.
3. Determine if a relationship exists between goals and motivation.
4. Determine how the knowledge of these findings can influence program development.

As a result of this study, it was ascertained that student placement levels were determined not only by their level of ability but also by the nature of their motivation. Every adult enrolled in an adult education class has a definite reason or reasons for attending. In this study three primary student goals were identified. Almost all of the

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[3] Trujillo, Thomas M. An Inquiry Into the Effects of Goals on the Motivation of Adult Students, New Mexico Department of Education, February, 1968.

students would fall into one of the three goal groups. These three groups are:

Group 1: Students who wish to learn how to speak, read, and write in the English language. (0-3 grade level)

Group 2: Students who wish to prepare themselves for a better job. (3-6 grade level)

Group 3: Students who wish to pass the G.E.D. examination. (7-12 grade level)

By correlating attendance records with these goals, a degree of motivation was determined. These findings indicate that high motivation is in direct proportion to the nearness of goal achievement. Group 1 and Group 3 students are highly motivated as indicated by their attendance records. These students have goals which are readily achievable. The non-English speaking student is highly motivated. Every time this student attends class, he learns a new word or sentence pattern. His goal is being realized and his motivation reinforced every time he goes to class. Also, his goal is a felt need. Every day he is reminded of his inadequacy and of his need for English communication skills.

The student in the advanced levels are also highly motivated. Approximately 95% of the students in the advanced level would be classified in Group 3. Again, we find that motivation is in direct proportion to the achievability of one's own goal. The desire to pass the G.E.D. examination provides the incentive to attend regularly. They have a tangible goal one that is readily obtainable. The curriculum is designed to meet the need of this level student. Motivation is high, subject content reinforces motivation, and attendance is regular.

A third level student was identified in this study. This student is called the intermediate student. He is most often found in Group 2. This student typically is between the ages of 20-40. He is not illiterate. Eighty-five percent of these students are of Spanish or Indian heritage. Most often this student dropped out of school after completing 3 to 5 years of schooling. His primary goal is to get a better job. Almost all students falling into this catagory have very irregular attendance records. If you manage to get them to the classroom, it is extremely difficult to keep them from dropping out. Their objective or goal is one that is not easily obtained. In New Mexico, it is estimated that approximately 50% of the potential adult basic education enrollment can be found at this level. The study revealed that the reason for irregular attendance was due to the lack of achievable objectives and, therefore, a lack of motivation.

It was also noted that of the many hundreds who fall in the Group 1 category (ESL), over 50% of these would later be classified as intermediate or Group 2 students. As their English proficiency increases, their major goal changes to that of Group 2 students.

With the above evidence at hand, steps were taken to develop curricula which would not only provide training in needed skill areas, but which would also help to establish secondary level objectives. By providing achievable objectives which were in tune with the needs of the individual student, it is anticipated that motivation would increase.

In a workshop conducted by the New Mexico Department of Education, Adult Basic Education Division, 30 of New Mexico's most experienced adult basic education teachers were asked to prepare teaching units which would reinforce secondary levels of motivation. A publication entitled, "A

Personal Growth Curriculum for Adult Basic Education,"[4] was developed as a result of this workshop. Teaching units were developed in subject areas such as health education, world of work, citizenship and government, consumer economics, family interaction, and home economics.

The ways in which these units are presented are as equally important as the subject matter contained in each of them. The intent of the units is not to teach rote facts. The intent is to bring about a feeling of satisfaction and accomplishment in the students by having them participate and contribute to discussion on subject areas which are meaningful to them. The subject content was secondary to the social and psychological development of the student.

For the past year, efforts have been made to train teachers in the use of this curriculum guide. This was shown to be necessary in a recent study conducted by the University of Texas in a federally funded Guidance and Counseling project for Region VII.

> "Most teachers in New Mexico are using learning units to teach facts and a body of knowledge that adult basic education students need and want. The teachers are comfortable in this role, and feel that they are doing a good job. The teachers are becoming more concerned about their inability to deal with other problems students have, which indirectly relate to their academic experience. The data gathered in New Mexico implies that the teacher needs assistance

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4 Personal Growth Curriculum for Adult Basic Education, New Mexico Department of Education, November, 1968.

in diagnosing classroom difficulties. This is based on the assumption that most teachers do not make the complex transition between teaching elementary and junior high school youngsters to teaching adults,"[5]

Several local, regional, and state workshops were held in an effort to train teachers and help them make this transition. All teachers who were working with intermediate level students were asked to spend at least an hour of each session using the curriculum guide. In follow-up studies it was indicated that this new concept of presenting subject matter is effective in providing the student with secondary levels of motivation. The only shortcoming found is that several hours of teacher preparation are required for each unit. This becomes a greater problem in view of the fact 95% of the New Mexico ABE teachers are working only part-time in adult basic education and are holding down full-time teaching jobs with the local public schools. The studies indicated that when teachers did adequate preparation, the teaching units were very successful. On the other hand, the units were of little or no value if they were not used properly. The amount of work involved discouraged the average teacher from using these units at all.

Previous studies have: (1) identified the New Mexico Adult Basic Education student, (2) found that present methods of instruction do not meet the needs of all students, (3) developed curriculum units which are aimed at filling this void, (4) described the shortcomings of the teachers and of the curriculum units.

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[5] Phase I Report, Guidance and Counseling Project for Adult Basic Education (Region VII), The University of Texas at Austin, February, 1969, p. 114

Through these efforts, we feel that we have a partial solution to the many problems which exist in the New Mexico program. We know that the Personal Growth Curriculum units work under the proper conditions and we know that part-time teachers find it difficult to provide these proper conditions.

It is, therefore, proposed that a new approach in presenting this new curricula be developed. With the innovative use of television and video-tape media, these same teaching units can be developed in such a way as to partially alleviate some of the burdens of preparation by the part-time adult basic education teacher. It is felt that the involvement of students in the preparation of these units would reinforce the hypothesis that curricula must meet the needs of the students. It is also felt that the involvement of the student would demand his interest, thereby, creating secondary levels of objectives which increase his motivation.

The project proposed in this report provides for the training of 30 adult basic education students and 12 adult basic education teachers. Training will be given in the mechanical operation of television and video-tape media. Emphasis will also be given to the psychology of micro-teaching. Units of the Personal Growth Curriculum will be broken down and analyzed in terms of micro-teaching. In recent studies, micro-teaching was described as a scaled-down sample of actual teaching. "Micro-teaching is designed to break down the complex act of teaching into simpler elements."[6] It is proposed that units in family living

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6 Olivero, James L. Micro-Teaching and Video-Tape Feedback Techniques, Southwest Cooperative Educational Laboratory, Albuquerque, New Mexico, May 1, 1969.

subject areas can be broken down into specific elements. These elements can be integrated into one-half hour video-tape presentations.

Television and video-tape equipment was selected as the best media for the following reasons:

1. The proposed research centers are equipped with the necessary equipment. It will not be necessary to include equipment as a budget item in the proposal.
2. Television equipment is easily used. Only a minimal amount of training will be necessary to prepare teachers and students in their operation.
3. Video-tape lends itself to the micro-teaching approach.

   "Our experience dictates the use of video-tapes for optimal power for bringing about desired change in performance."[7]
4. Video-tape media lends itself to the total involvement of students and teachers.

Upon completion of the project, New Mexico will have at least 42 people who are trained in the use of television media. This, coupled with their training in micro-teaching and unit programming, will give New Mexico a basis for continued study in this area.

The value of the tapes prepared and assessment of the two major objectives will be determined with use of evaluative performance criteria. More will be said on this in the section of this report entitled, "Evaluation".

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[7] Olivero, James L., Ibid.

THE OBJECTIVES

THE OBJECTIVES

In an effort to meet the needs of the adult basic education students in New Mexico, the following objectives will be the guidelines for the study. Specifically, the major objectives of this project are:

1. To ascertain whether or not student-prepared video-tape media are effective in instructing ABE students in the family living areas.
2. To determine if student-prepared video-tape units act as reinforcements to student motivation.

Three supportive activities will be included in the research design which preclude the investigation of the major objectives. These activities are:

1. The training of twelve (12) adult basic education teachers and thirty (30) adult basic education students in the operation of television equipment and in the production of video-tape teaching units.
2. The development of a procedure for statewide implementation in which both students and teachers can prepare video-tape lessons of instruction for all levels, and on all subject areas in adult basic education.
3. The development of a performance criteria by which objectives one and two will be evaluated and reported.

It is felt that this project will: (1) involve the student in the production of their own curriculum, (2) provide meaningful teaching tools which could relate to the under-educated adults, those skills in family living which would enable them to live fuller and more productive lives, (3) enhance the efforts of previous research activities in family life

curriculum development as conducted by the New Mexico Department of Education, Adult Basic Education Division, (4) enhance the research being conducted by the Division of Adult Basic Education, in conjunction with the University of Texas, in the areas of counseling and guidance, (5) encourage teachers to utilize the most modern and technologically advanced educational media available to them, (6) provide training for teachers which will enable them to increase their teaching potential, (7) provide training for students in the use and operation of television and video-tape equipment, thereby, increasing their scope of employability in a rapidly growing industry, (8) enable local adult basic education centers to utilize their video equipment to a greater degree of efficiency.

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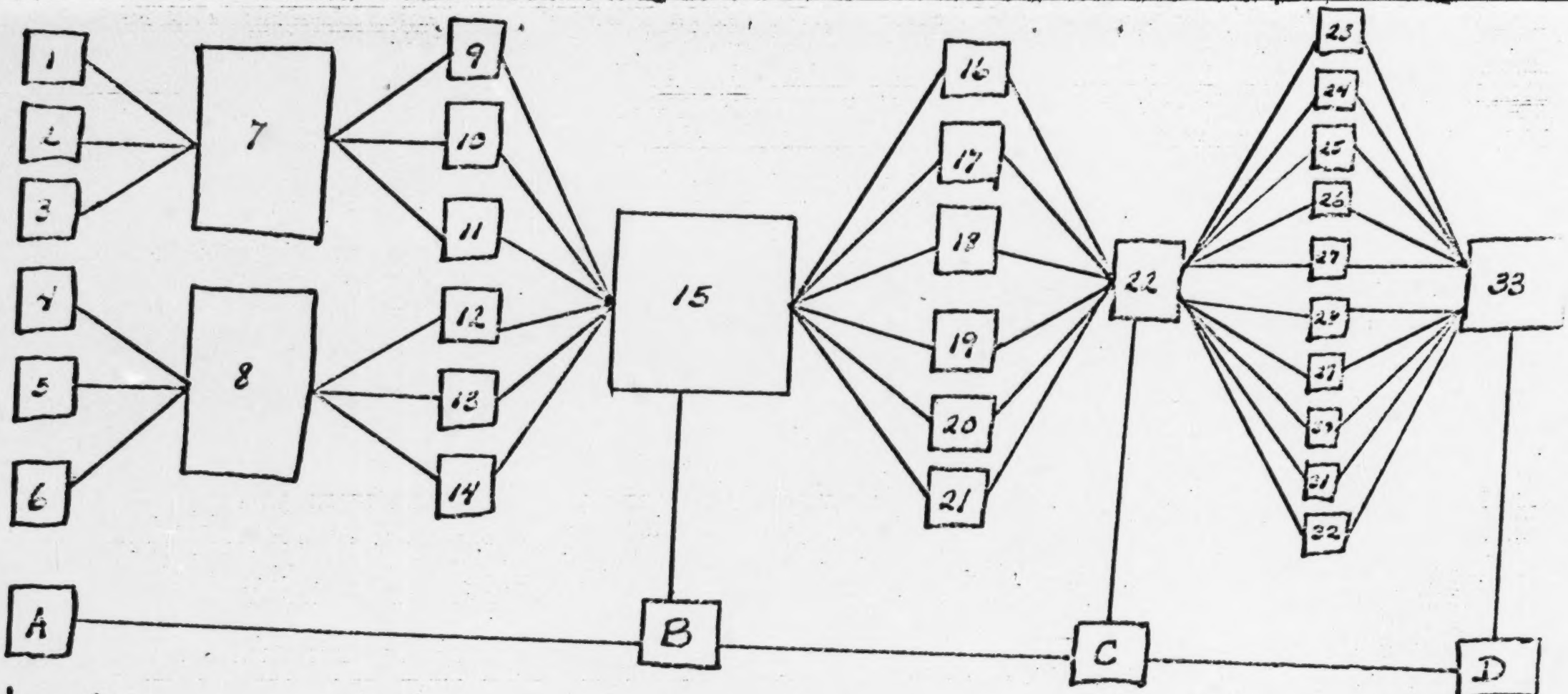
PERT CHART



1-6. Selection of teams (2 teachers, 5 students)

1. Santa Fe
2. Las Cruces
3. Albuquerque
4. Alamogordo
5. Las Vegas
6. Roswell
7. 2-day regional workshop in Santa Fe
8. 2-day regional workshop in Roswell

9-14. Local workshops in each of the test centers

15. One-week state workshop in Santa Fe

16-21. Development of video tapes

22. Tapes returned to Department of Education

23-32. Video tapes evaluated at the following centers

23. Santa Fe
24. Albuquerque
25. Las Vegas
26. Alamogordo
27. Roswell
28. Las Cruces
29. Clovis
30. Hobbs
31. Cuba
32. Espanola

34. Analysis of evaluation and final report of study

A. 1st meeting of evaluation consultants

B. Preparation of performance criteria by consultants

C. Tapes integrated into one package with performance criteria

D. Evaluation by consultants

DESCRIPTION OF ACTIVITIES

DESCRIPTION OF ACTIVITIES

1. Selection of project sites

Santa Fe, Las Vegas, Albuquerque, Alamogordo, Las Cruces and Roswell have been selected as the project sites. They were selected by the following criteria:

a. Several intermediate level classes are available

b. All sites have a representative cross-section of the typical ABE student

c. Local school administrations are willing to participate

d. All centers are fully equippped with the necessary television and recording equipment

2. Selection of local teams, July

Five students and two teachers will be selected from each of the six project sites. Students will be selected by the following criteria:

a. At least a sixth grade level of ability

b. Must be able to attend all required workshops

c. Must have a recommendation from the local ABE director

Teachers will be selected by the following criteria:

a. Must have at least one year experience in adult basic education

b. Must be able to attend all required workshops

c. Must have approval from the local ABE director

3. Selection of evaluation consultants, July

Research consultants who are familiar with performance criteria research design will be asked to prepare the evaluation instruments and to participate in the final evaluation of the project. Included will be consultants from the Southwest Cooperative Educational

Laboratory who have offered their support to this project.

4. Regional workshops, July

Two regional workshops will be conducted for the 42 local team members. Teams from Santa Fe, Las Vegas, and Albuquerque will meet in Santa Fe for a two day workshop. The second regional workshop will be held in Roswell. This workshop will include teams from Alamogordo, Las Cruces, and Roswell.

The purpose of the two workshops will be to train team members in the mechanical operation of television and video-tape equipment. There will never be more than 21 team members at each of the two workshops.

The instructional staff of the workshops will include consultants from the Southwest Cooperative Educational Laboratory, University of New Mexico, New Mexico Film Center, and video and electronics personnel from local commercial agencies.

TENTATIVE PROGRAM:

Day 1
1. Explanation of project
2. T-V fundamentals
3. Formation of T-V production teams by ABE centers. Each team member will receive training in the following areas:
    a. production
    b. writing
    c. directing
    d. camera operation
    e. audio
    f. artwork
    g. props

4. Fundamental training in the operation of television equipment and video-tape recorders.

Day 2 Individual teams will work with consultants. Hands-on-equipment sessions will be held the entire day. If time permits, teams will film a 10 minute production.

5. Local workshops, August

Two day workshops will be held on consecutive weekends at all six centers.

PURPOSE:
1. Familiarize teams with the equipment available to them at their center.
2. Assist them in setting up production studios.
3. Involve them in the production of a 15 minute pilot program.

6. State workshop, September

In cooperation with the Southwest Cooperative Educational Laboratory in Albuquerque, a one-week workshop will be held in Santa Fe. The content of the workshop will include:

1. Micro-teaching
2. Selection of project subject area
3. Review of subject in context with micro-teaching
4. Development of local project format

7. Development of video-tapes at local centers, September - January

Each team will have five months in which they are to prepare a one-half hour teaching unit. This unit will be based on the format

developed at the state workshop. T-V consultants will from time to time make themselves available to assist local teams in this production.

8. Integration of films, January

As soon as the six films have been completed, they will be returned to the State Department of Adult Basic Education, where they will be reviewed and edited by the consultant team. At this point it will be determined how the units are to be presented at the 10 test centers. Criteria for evaluation will be developed by the consultant team along with the research design by which the evaluation will be reported.

9. Evaluation of films, February - April

The six films will be shown at the following 10 adult basic education centers: Santa Fe, Albuquerque, Las Vegas, Alamogordo, Roswell, Las Cruces, Clovis, Hobbs, Cuba, and Espanola. The procedure to be used in their showing will be determined by the format developed by the consultant team.

10. Project Evaluation - entire year

A consultant team consisting of qualified research personnel will be asked to develop a research design utilizing performance criteria as a tool for evaluation. This team will participate in all phases of the project. The final report of the project will be written by the consultant team on a contract basis.

RELEVANCE OF THE FINDINGS

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Many studies are being conducted in the areas of family living curricula and in the use of the television media for adult basic education. The relevance of this proposed project is in the concept of involving students in the development and production of their own curricula. It is ascertained that the following relevant findings will result from this proposed project:

1. The project will provide the opportunity to assess the involvement of adult basic education students in the development of curriculum units. This will provide a basis for further research in the area of student prepared curricula.
2. The project will measure the ability of adult basic education students to learn how to operate television and video-tape equipment with a minimal amount of training and supervision. If students can be trained, this would provide an excellent basis for future student involvement in television productions.
3. The project will ascertain whether or not family living subject areas can be taught with student prepared teaching units in which micro-teaching and television programming are used as tools of instruction.
4. The project will provide the opportunity to measure student motivation. This will include those students in the production of the units, and those in the classroom who will be exposed to the films. Conclusions resulting from this study could be applied to program content and curriculum at the local level in efforts to increase student motivation and interest.

5. The project will provide a format by which continued efforts could be maintained at the local and state levels in the production of curriculum units for all levels, and on all subject areas for adult basic education. Complete teaching units could be developed for local use as needed.

DISSEMINATION OF STUDY

The writer of this proposal is Chairman of the National Steering Committee on Adult Basic Education. The results of the study would go through this committee for dissemination. If the committee feels that further dissemination of the project results should be obtained, the product will be published by said committee and made available to all states.

PROJECT COST ESTIMATES

PROJECT COST ESTIMATES

A. DIRECT COSTS

1. Personnel Salaries:

a. Project Director: Thomas M. Trujillo will work 30 man-days at no cost to the project.

b. Professional Staff: Mr. Willis Clark will work 106 days at $50.00 per day for a total cost to the program of $5,300.00.

c. Part-time Staff: Secretarial and supportive personnel will be provided by the New Mexico Department of Education, Adult Basic Education Division, and local public schools at no cost to the project.

d. Consultants:

(1) Media specialists: Two will be utilized at regional workshops at $50.00 per day times 4 days for a total cost to the program of $400.00.

(2) Supportive consultants will be made available to the project at no cost. These include reserve personnel from:

a. Southwest Cooperative Educational Laboratory

b. The University of Texas at Austin

c. The University of New Mexico

2. Employment Services and Benefits:

Calculations are based on 10% of budgeted item b of personnal salaries. The estimated cost to the program will be $530.00.

3. Travel and Per Diem

a. Travel: Travel costs will be paid at the rate of .10 cents per mile. Twenty-five in-state trips are planned for Mr. Willis Clark, estimated cost to the project will be $1100.00.

b. Per diem: Per diem will be estimated at the rate of $15.00 per day. Estimated number of days for professional staff member is 100 for a total of $1500.00. Eight hundred dollars of this will be charged to the requested O. E. funds, the remaining $700.00 cost will be payed by the division of Adult Basic Education.

c. All supportive travel and per diem costs will be provided for by the local school districts.

4. Communication:

Estimated at $200.00 will be furnished by the division of Adult Basic Education at no cost to the project.

a. Phone $ 50.00

b. Mail 100.00

c. Freight 50.00

5. Supplies, Printing and Printed Materials:

a. Charged to project

REGIONAL WORKSHOP

QUANITY	ITEM	UNIT COST	TOTAL COST
42	Workbook Binders	@2.00 ea.	84.00
42	Paper Fillers	.25	10.50
42	Basic TV Production Books	2.00 ea.	84.00
6	Stop watches	10.00 ea.	60.00
500	TV Logs and Script Forms	22.00	22.00
5	Video Tape Rentals programs	25.00 ea.	125.00
7	Video Tapes for Files	40.00 ea.	280.00
	Art work-paper, etc.	25.00	25.00
		Sub Total	$690.50

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LOCAL WORKSHOPS

QUANITY	ITEM	UNIT COST	TOTAL COST
6	Video Tapes for the files	40.00	240.00
6	Art work kits for TV	25.00	150.00
		Sub Total	$390.00

STATE WORKSHOP:

5	Video Tapes for Records and Basic Programming in Production	40.00	200.00
42	Books on ABE - Teaching and Learning Teams	6.00	252.00
6	Video Art Kits	10.00	60.00
		Sub Total	$512.00
		TOTAL	$1,592.50

b. Provide by local ABE centers

(1) Use of television and video-tape equipment. Estimate value per center is $7000.00. Use and rental of this equipment will be counted as an in-kind contribution of $1000 per center.

(2) Extra video tapes available at all local centers.

c. Printing of reports and final documents is estimated at $1000.00, and will be provided by the division of Adult Basic Education at no cost to the project.

6. No cost

7. Rental of Space:

a. Workshops: Facilities for local, regional and state workshops will be made available to the project by local school districts. Eastern New Mexico University and the New Mexico Department of Education. This will be at no cost to the project.

b. Local Studios: Facilities will be made available to the project by local Adult Basic Education centers at no cost to the project.

8. No cost

9. Utilities and Custodial Service:

To be provided by local school districts at no cost to the project.

10. Participant support costs:

Travel and expenses will be payed to the 42 participants who attend regional and state workshops. The estimated cost for this is $3000.00. Two thousand dollars will be provided by the Southwest Cooperative Educational Laboratory and $1000.00 will be provided by the division of Adult Basic Education. There will be no cost to the project.

11. Evaluation:

This cost item is for outside evaluation of the project. Estimated cost will be $1500.00. This amount will be provided by the Southwest Cooperative Educational Laboratory.

PROJECT COST ESTIMATES

Project Director: Thomas M. Trujillo. Institution or Agency: New Mexico Department of Education.

Proposed duration: 12 months. Starting date: 7/1/70. Ending date: 6/30/71.

A. Direct Costs	Requested OE	State-Federal	Other
1. Personnel Salaries:			
a. Project Director	0	0	0
b. Professional Staff	$5300.00	0	0
c. Part-time Staff	0	0	0
d. Consultants:			
1. Media Specialists	400.00	0	0
2. Supportive Consultants	0	0	0
2. Employment Services and Benefits (b) 10%	530.00	0	0
3. Travel and Per Diem	1900.00	700.00	0
4. Communication	0	200.00	0
5. Supplies, Printing, and Printed Materials	1592.50	1000.00	6000.00
6. Equipment Rentals	0	0	0
7. Rental of Space	0	0	0
8. Minor Remodeling of Space	0	0	0
9. Utilities and Custodial Service	0	0	0
10. Participant Support Costs	0	1000.00	2000.00
11. Evaluation	0	0	1500.00
TOTAL	$9722.50	$2900.00	$9500.00

Total Direct Costs	$22,122.50
B. Cost Sharing (other sources) ----------	12,400.00
C. Total Federal Direct Costs (total direct cost minus cost sharing) ----------	9,722.50
D. Indirect Costs ----------	0
E. Total Federal Funds Requested (item C plus D) ----------	9,722.50

BIOGRAPHICAL DATA SHEETS

BIOGRAPHICAL DATA SHEET

Name: Thomas M. Trujillo

Title: State Director - Adult Basic Education

Home Address: 1024 Camino Del Gusto
Santa Fe, New Mexico 87501

Office Address: New Mexico Department of Education
Adult Basic Education Division
Santa Fe, New Mexico 87501

Home Phone: Area Code 505 982-5415

Office Phone: Area Code 505 827-2427

Education:

B.S. Degree, 1962, University of New Mexico. (Education, Science, Speech, Sociology)

M.A. Degree, 1967, University of New Mexico. (School Administration)

Graduate work in Adult Basic Education at the University of Texas, 1967; Wayne State University, 1967; Eastern New Mexico University, 1968; University of New Mexico, 1969.

Professional Experience:

Sept. 1968 -- Director, Adult Basic Education, New Mexico Department of Education

Nov. 1966 -- Education Specialist in Adult Education,
Sept. 1968 New Mexico Department of Education

June 1966 -- Assistant Director of Migrant Education,
Sept. 1966 Wisconsin United Migrants Association,
Milwaukee, Wisconsin

Feb. 1963 -- Community Development Instructor and Program
Sept. 1965 Director for the University of New Mexico
Peace Corp Training

Feb. 1962 -- Technical writer, General Programmed Teaching
Jan. 1963 Corporation

Publications and Research:

"An Inquiry into the Effects of Goals on the Motivation of Adult Students". Published by the New Mexico Department of Education, 1968.

Other publications for the New Mexico Department of Education, Division of Adult Basic Education include: "A Personal Growth Curriculum for Adult Basic Education"; "Adult Basic Education in New Mexico"; "Adult Education Workshop".

BIOGRAPHICAL DATA SHEET

Name: Willis Clark, Jr.

Title: Owner and founder of Video Tape Productions

Home Address: 1923 Kiva
Santa Fe, New Mexico 87501

Office Address: New Mexico Film Center
1050 Old Pecos Trail
Santa Fe, New Mexico 87501

Home Phone: Area Code 505 983-5803

Office Phone: Area Code 505 982-1918

Education:

B.A. Degree, Manhattan Seminary, Indianapolis, Indiana, (Counseling, Radio and Television)

Three year graduate degree in Radio and TV Broadcasting from Christian Theological Seminary-Indianapolis, Indiana.

Various graduate scholarships from broadcasting associations such as TRAFCO, Broadcasting and Film Commission, and Television Radio and Film Commission.

Some technical trade school classes in electronic fundamentals and theory.

Third Class. Radio Operators License.

Experience:

Associate professor of communications at Christian Theological Seminary.

Gen. Manager for CTS-Radio and TV Station at University.

Taught numerous workshops on broadcasting and producing.

Producer/Director/Writer/ Cameraman-Church Federation of Greater Indianapolis, Indiana.

Producer-

Christian Theological Seminar-Associate Professor, Communications

CTS-RTV Station-General Manager

Broadcasting and Film Commission-Radio and TV Workshop Instructor.

KID-TV-Producer/ Director/ Writer, Personality.

KTEE-RADIO-Producer/ Writer/ Personality

KUPI-RADIO-General Manager

KENN-RADIO-Station Personality

ABLE CABLE TV-Producer/ Director/ Writer

NEW MEXICO COUNCIL OF CHURCHES-Chairman Radio TV and Press

DISCIPLES OF CHRIST-Chairman Radio TV Press

JICARILLA APACHE TRIBE-Originated Cable TV and Radio System for Community-see "Fighting the War on Poverty with Educational TV on the Local TV System.

DULCE PUBLIC SCHOOLS-Originated Educational TV System for School and Community-Instructional TV Director.

NEW MEXICO STATE BASIC ADULT EDUCATION-Originated Studio and Satelite System for using Closed Circuit TV and Video Tape Recorders to help adults pass the GED tests.

SPRINGER BOYS SCHOOL-Served as a consultant for original planning for Educational and Vocational TV system for the School.

KNET-Served as consultant in producing FCC license and station programming.

VOLT TECHNICAL CORPORATION-Consultant in the area of Radio, TV, Narrow Gauge Railroad, Counseling, Poverty Program.

NEW MEXICO JAYCEES-Consultant for TV Public Relations.

NEW MEXICO CONSTITUTIONAL CONVENTION-Video Taped the Delegate Sessions and special Committee Meetings for Archives, and Schools, General Public, Research.

NEW MEXICO STATE SPECIAL EDUCATION PROGRAM-Video Tape Consultant.

MCMASTER'S MOVIE-Video Taped Talent for Casting.

DATA-Desert Artist Talent Association-Custom Video Taping.

LEWIS E. THOMPSON ADVERTISING AGENCY-Custom Video Taping.

VIDEO TALENT FILE-Custom Video Taping for prospective talent.

OFFICE OF ECONOMIC OPPORTUNITY-TV Consultant-Washington, D.C.

GALLUP INDIAN CEREMONIAL-TV Series, and Movie

ERIC Clearinghouse

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on Adult Education